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PRESENT PRACTICES IN MASTER'S DEGREE AND SPECIALIST IN EDUCATION DEGREE PROGRAMS FOR THE PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS.

BY- ROBBINS, GLAYDON D.
MOORHEAD STATE COLL., MINN.

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PRACTICES OF 132 INSTITUTIONS IN 43 STATES AND THE DISTRICT OF COLUMBIA ACCREDITED TO OFFER PROGRAMS FOR THE PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS AT THE GRADUATE LEVEL WERE COMPARED. EIGHTY-ONE INSTITUTIONS OFFER BOTH THE 1-YEAR MASTER'S DEGREE AND THE 2-YEAR SPECIALIST IN EDUCATION DEGREE PROGRAMS, 37 OFFER THE MASTER'S PROGRAM ONLY, NINE OFFER THE SPECIALIST PROGRAM ONLY, THREE OFFER NO PROGRAM, AND TWO GAVE INCOMPLETE INFORMATION. EIGHTEEN TABLES SUMMARIZE FINDINGS REGARDING THE REQUIREMENTS OF THE 207 PROGRAMS. MOST PROGRAMS INCLUDE NO THESIS OR FOREIGN LANGUAGE REQUIREMENTS, AND NO INTERNSHIP OR FIELD EXPERIENCE. THE STUDY RECOMMENDS THAT (1) A COMMON PROGRAM BE DEVELOPED IN ACCORD WITH RECOMMENDATIONS OF THE N.E.A. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPLES, (2) THE 1-YEAR MASTER'S DEGREE PROGRAM BE REPLACED BY A 2-YEAR POST-BACCALAUREATE SPECIALIST IN EDUCATION PROGRAM, (3) EMPHASIS BE GIVEN TO CURRICULUM CONTENT CONCERNED WITH ORGANIZATIONS ADMINISTRATION, RESEARCH, AND RELATED AREAS OF LEADERSHIP, AND (4) THE CONCEPT OF ELEMENTARY SCHOOL PRINCIPALS BE UPGRADED TO A POSITION REQUIRING PEOPLE WITH PERSONAL, ACADEMIC AND PROFESSIONAL QUALIFICATIONS WHICH ARE EXTRAORDINARY. (JK)

ED010706

MOORHEAD STATE COLLEGE
MOORHEAD, MINNESOTA

August, 1966

To Colleagues In The Preparation Of Elementary
School Principals:

Perhaps you will recall the assistance you rendered to me in reply to my request last January for you to fill out a questionnaire relating to your programs for the preparation of elementary school principals through the Specialist in Education degree.

Returns came to me from 132 colleges and universities in the United States representing 43 states and the District of Columbia and describing 207 programs. Tabulation proved to be a slow process, hence I apologize for the delay in sending to you the findings which you requested.

I would like to make one additional request as a type of follow-up to this study of present practices. Should you plan or make any major revisions in your programs for the preparation of elementary school principals through the Specialist in Education degree level in the next year or so, I would sincerely appreciate receiving word from you in regard to such changes.

Thank you for your most kind assistance.

Sincerely yours,

Glaydon D. Robbins

Glaydon D. Robbins
Dean of Education

GDR:ph

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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PRESENT PRAC" CES IN MASTER'S DEGREE AND SPECIALIST IN EDUCATION DEGREE PROGRAMS FOR THE PREPARATION OF ELEMENTARY SCHOOL PRINCIPALS.

Dr. Glaydon D. Robbins, Dean of Education
Moorhead State College
Moorhead, Minnesota

(September 1966)

In 1961 the NEA Department of Elementary School Principals laid down certain guidelines for the improvement of programs of preparation for elementary school principals.(1) The following recommendations were made:

I. There should be selective admission to the program, taking into consideration such factors as:

1. For admission to the graduate program of preparation for the principalship, the applicant should be required to submit evidence of above average intellectual ability. This evidence might consist of suitable scores on tests such as the Graduate Record Examination; Aptitude Section; the Miller Analogies Test; or the Watson-Glaser Critical Thinking Appraisal. This is not for the purpose of selecting the "cream of the crop"; rather it is to assist in identifying those who are obviously unsuited for leadership.
2. A more-than-mediocre undergraduate or graduate record should be required as another evidence of intellectual ability.
3. Evidence of successful teaching experience, preferably at the elementary school level, should be required.

II. Organization and length of program:

1. The inservice program of preparation should comprise two years of graduate study.
2. The program should include a "core" course or sequence of courses, dealing with learnings important for all types of administrative work in schools, and should be required of all students whose major field is administration, regardless of their specialization within administration.
3. The program should include courses and experiences specifically designed for those preparing for the elementary school principalship.
4. The first year of the college preparation program should consist primarily of those learning experiences which are generally applicable to all administrative positions - the core, social, and psychological foundations, general education, and some field experience. It might include introductory study of elementary school administration.
5. The second year of the program should include advanced specialization courses, advanced field experiences (such as participation in school surveys, apprenticeship, and internship), study of special aspects of admin-

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(1) Better Principals For Our Schools. (Washington: Department of Elementary School Principals, N.E.A., 1961)

istration such as school law, educational finance, advanced study of personnel administration, and independent study and research.

6. The program should have carefully planned scope, sequence, and interrelatedness, as contrasted with being simply a conglomeration of discrete courses offered "cafeteria style."
7. The first semester should be planned and conducted as an orientation period providing both staff and student with information enabling both to make the decision as to whether the student should continue with preparation for administration.(2)

PURPOSE

This study of present practices in the preparation of elementary school principals through the sixth year program was undertaken in 1966 for three purposes: (1) to provide a basis for evaluation of the Master's degree level program in this field at this institution; (2) to provide guidelines for the development of a Specialist in Education degree level program in this field at this institution; (3) to ascertain the degree to which the 1961 DESP guidelines for the preparation of elementary school principals were reflected in practice at present.

PROCEDURE

Early in January 1966, a questionnaire was distributed pertaining to present practices in Master's degree level programs and sixth year (Specialist in Education degree) level programs for the preparation of elementary school principals. The population used for the distribution was the 185 colleges and universities named in the 1964-65 NCATE Annual List as accredited to offer programs for the preparation of elementary school principals at the graduate level.

RETURNS

To date (a reply was received as recently as July 2, 1966), 132 institutions have replied representing, as indicated in Table I, 43 states and the District of Columbia, and description of 207 programs.

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(2) Better Principals For Our Schools, op.cit., pp. 18, 29-30.

TABLE I

NUMBER OF RESPONSES TO SURVEY
CLASSIFIED ACCORDING TO STATES

State	Responses	State	Responses
New York	8	Louisiana	2
Ohio	8	Montana	2
California	8	Nebraska	2
Illinois	6	Oklahoma	2
Kansas	6	West Virginia	2
Michigan	6	Wisconsin	2
Minnesota	6	Arkansas	1
North Carolina	6	Idaho	1
Indiana	5	Maine	1
Texas	5	Maryland	1
Colorado	4	New Hampshire	1
Missouri	4	New Jersey	1
Pennsylvania	4	North Dakota	1
Arizona	3	Oregon	1
Florida	3	South Carolina	1
Kentucky	3	South Dakota	1
Massachusetts	3	Utah	1
Mississippi	3	Vermont	1
New Mexico	3	Virginia	1
Tennessee	3	Washington, D.C.	1
Washington	3		
Alabama	2	Total	132
Connecticutt	2	States from which no response was received	7
Iowa	2		

The responses of the 132 institutions are classified in Table II. As indicated, the institutional offerings were classified into three types:

1. Those offering only a Master's degree program.
2. Those offering both a Master's degree and a sixth year (Specialist in Education degree) program.
3. Those offering only the Specialist in Education degree program.

Responses were tabulated in terms of these three categories and tables developed and structured so that they reflect practices in these various types of programs.

TABLE II

NUMBER OF RESPONSES TO SURVEY
CLASSIFIED ACCORDING TO TYPE
OF ELEMENTARY SCHOOL ADMINISTRATION
PROGRAM ON WHICH REPORT WAS MADE

	Number
Institution offers both Master's and Specialist programs	80
Institution offers Master's program only	37
Institution offers Specialist program only	9
Institution now offers no programs in Elementary School Administration	3
Information incomplete	2
Institution offers both programs but describes Master's only	1
Total	132

LIMITATIONS

Of the 185 colleges and universities accredited by NCATE to prepare elementary school principals, 132 (71.3%) responded. No response was received from seven of the 50 states. No reminder or follow-up procedure was used to raise the percent of responses.

In a few instances, respondents sent college catalogues or printed brochures which they said, included all the information requested. The interpretation of such material, in terms of the items on the questionnaire, may not have been completely accurate in all cases although every attempt was made to be accurate.

The terms "Master's degree program" and "Specialist in Education degree program" are used in the following tables. There is rather universal agreement that the Master's degree program consists of approximately one full academic year of work beyond the baccalaureate degree. Whether two full academic years of work beyond the baccalaureate degree (sixth year) are as universally understood to constitute the Specialist in Education degree program is not so clear. In some instances in the study it was not clear whether this degree was awarded or not. However, for the purposes of the reporting in this study, the Master's degree program represents the cul-

mination of one year of graduate work, and the Specialist in Education degree program represents the culmination of two years of graduate work, in the preparation of elementary school principals.

In all instances where hours of credit are reported, semester hours are used. In cases where quarter hours were reported, they were transposed into semester hours.

RESULTS OF SURVEY

The tables which follow summarize the responses received to the questionnaire describing a total of 207 programs distributed as indicated in Table III.

TABLE III

NUMBER AND TYPES OF PROGRAMS REPORTED

Type	Number
Master's programs in institutions offering only the Master's program	38
Master's programs in institutions offering both Master's and Specialist programs	80
Specialist programs in institutions offering both Master's and Specialist programs	80
Specialist programs in institutions offering only the Specialist program	9
Total	207

Thesis Requirement

The first question asked was whether a thesis was required in the program. Responses are indicated in Table IV. Summarizing: 55 (26.6%) of the 207 programs did require a thesis; 113 (54.6%) of the programs did not require a thesis; 31 (14.9%) of the programs made writing a thesis optional.

TABLE IV

NUMBER OF PROGRAMS REQUIRING A THESIS CLASSIFIED AS TO TYPE

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Thesis required	6	14	32	3
Thesis not required	19	49	40	5
Thesis optional	12	16	3	
Not indicated	1	1	5	1

Use Of Starred Paper As Alternative To Thesis

Table V indicates that 41 (19.8%) of the 207 programs allowed starred papers to be used as an alternative to writing a thesis; 128 (61.8%) did not make such provision.

TABLE V

NUMBER OF PROGRAMS INCLUDING STARRED PAPERS AS AN ALTERNATIVE TO A THESIS CLASSIFIED AS TO TYPE

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Starred papers allowed as alternative	10	17	12	2
Starred papers not allowed as alternative	23	46	53	6
Not indicated	5	17	15	1

Foreign Language Requirement

Only two programs were reported as requiring foreign language in the program and in both cases, two languages were required - Table VI.

TABLE VI

NUMBER OF PROGRAMS REQUIRING A
FOREIGN LANGUAGE CLASSIFIED AS TO TYPE

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Foreign language is required: one				
two		1	1	
Foreign language is not required	38	79	79	9

Selective Admission Requirements

As indicated in Table VII, selective admission requirements are reported to be used in all but 12 of the 207 programs described.

TABLE VII

SELECTIVE ADMISSION REQUIREMENTS
TO PROGRAMS OF VARIOUS TYPES

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Selective admission requirements not used	2	4	6	
Selective admission requirements are used	36	76	74	9

Tables VIII, IX, X, and XI following describe numbers and types of selective admission requirements reported in use by respondents.

TABLE VIII

USE OF UNDERGRADUATE GPA AS AN ADMISSION REQUIREMENT IN PROGRAMS OF VARIOUS TYPES

		Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
			Master's (N-80)	Specialist (N-80)	
Undergraduate GPA indicated		38	57	38	2
(C=2)	2.5	9	15	6	
	2.6	10	2		
	2.7		4	4	
	2.75	4	7	3	
	3.0	9	13	8	
	3.2			1	1
	3.4			1	1
Others, as in major area, education, last two years, etc.		6	8	2	

TABLE IX

USE OF GRADUATE GPA AS AN ADMISSION REQUIREMENT IN PROGRAMS OF VARIOUS TYPES

		Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
			Master's (N-80)	Specialist (N-80)	
Graduate GPA indicated				15	5
(C=2)	2.9			1	
	3.0			7	3
	3.25			2	
	3.4			1	
	3.5			1	
Others				3	2

TABLE X

USE OF STANDARDIZED EXAMINATIONS AS AN ADMISSION REQUIREMENT IN PROGRAMS OF VARIOUS TYPES

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Use of standardized exams indicated	37	76	80	9
Grad. Record Exam.:	16	30	30	3
40% tile			1	
50% tile	1	2		
60% tile	1		1	1
380 - 499	2	2	3	
500 - 799	1			
800 - 999	4	4	4	
1,000 & over	1	1	1	1
No cut-off indicated	5	21	20	1
Miller Analogies:	9	21	26	4
40% tile		1		
50% tile		1	2	
Raw Score - 30	1		1	
35	1			
40	1	1		
55			1	
No cut-off indicated	6	18	22	4
National Teachers Exam	2	4	4	
Other standardized examinations used	10	21	20	7

TABLE XI

OTHER TYPES OF ADMISSION REQUIREMENTS
IN PROGRAMS OF VARIOUS TYPES

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Letters of recommendation	14	28	41	8
Interview	4	15	22	4
Teaching experience	3	7	16	5
1 year		5	5	
2 years			2	1
27 months			1	
3 years		1	6	3
5 years				1
Time not indicated	3	1	3	
Teaching certificate	1	7	5	2
Master's degree			7	7
Other types of requirements as Eng. Prof. Exam., health cert., dept. approval, etc.	4	9	10	2

Selective Retention Requirements

One hundred and sixty one (77.7%) of the 207 programs reported inclusion of some types of selective retention requirements as indicated in Table XII.

TABLE XII

SELECTIVE RETENTION REQUIREMENTS
IN PROGRAMS OF VARIOUS TYPES

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Selective retention requirements not used	5	18	21	2
Selective retention requirements used	33	62	59	7
Grade point average:	25	50	43	6
2.67		1		
2.8	1	1	2	
2.9		2		
3.0	21	34	26	5
3.25			3	
Other, or not indicated	3	12	12	1
Some type of standarized examination	2	9	14	2
Others, as qualifying exam., committee review, Eng. Prof. Exam., etc.	9	5	6	1

Differentiation between selective retention requirements and graduation requirements in the various programs may not have been completely clear to respondents. Table XIII indicates the variety of practices reported as graduation requirements.

TABLE XIII

GRADUATION REQUIREMENTS FROM
PROGRAMS OF VARIOUS TYPES

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Grade point average:	26	49	41	4
2.67		1		
2.8		1	1	
2.9		1	1	
3.0	21	37	27	3
3.25			2	
3.5			1	
Others, as no grade below C, B+ in 1/3 of courses, limited number of courses below B, etc.	5	9	9	1
Semester hours to complete if indicated:				
24		3		
30	20	24		
32	4	18		
33	1	5		
34		1		
36	4	4		
Variations, as with or without thesis, etc.	10	15		
48			1	
60			16	4
63			2	
64			2	
66			2	
Beyond Master's:				
24			2	
30			21	4
32			1	
36			2	
45			1	
Others			5	1
Written examination is required	23	29	20	3

TABLE XIII - Continued

	Master's program	Master's and Specialist		Specialist program
Oral examination is required	16	16	30	3
Final comprehensive exam. is required	2	9	7	
Completion of field experience or internship			4	3
Time limit stipulated	6	7	5	2
5 years	1	1	1	
6 years	2	2	2	2
7 years	3	4	2	
Others, as experience, thesis, faculty approval, culminating activity, etc.	7	9	19	

The next area of inquiry of the study had to do with the number and type of required courses in the programs for the preparation of elementary school principals. The distribution of required course hours, of the few indicating such, is indicated in Table XIV.

TABLE XIV

HOURS OF REQUIRED COURSES SPECIFIED IN PROGRAMS OF VARIOUS TYPES

Hours Specified	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Less than 10	2	1		
10 - 15	6	4	2	
16 - 20	2	1	1	2
21 - 25	2	2	1	1
26 - 30	1	3	2	1
31 - 35		2		
36 - 40		1	1	1
Over 40			6	1
Not indicated	25	66	67	3

To establish an accurate picture of present practices in regard to the type of required courses in the programs is difficult due to the fact that course titles are often ambiguous and misleading and establish no guarantee of universally accepted content or emphasis in the course. However, since course titles were the type of information obtainable in this study, the responses were tabulated on that basis. Table XV following includes the listing in order of frequency of mention of all courses reported to be required in the programs mentioned in at least 5 responses. This cut-off point was used arbitrarily to make the table of reasonable length. In a few instances, courses with only slightly differing titles have been combined in the tallies.

TABLE XV

REQUIRED COURSES WHICH ARE SPECIFIED
IN PROGRAMS OF VARIOUS TYPES

Courses Specified (in order of total frequency of mention)	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
School Administration	26	65	61	8
Educational Research	26	24	33	2
Supervision of Instruction	15	23	24	1
School Curriculum	6	24	16	
Elem. School Curriculum	14	18	9	
Elem. School Administration	12	11	10	1
Guidance	8	11	14	1
Tests, Meas., Evaluation	6	11	10	
Internship, Field Experience	2	12	12	1
Statistics	3	6	13	1
Philosophy of Education	6	12	5	
Elem. School Supervision	6	9	6	
Adv. Educ. Psychology	2	9	9	
Elem. School Adm. & Supervision	3	6	7	2
Curriculum Development	2	5	11	
School Law, legal aspects	4	4	9	
School Finance	2	5	9	1
Hist. & Phil. of Education	5	6	4	1

TABLE XV - Continued

Courses Specified	Master's program	Master's and Specialist		Specialist program
School Principalship	2	9	5	
School-Community Relations	2	4	9	1
Social Foundations	3	6	5	
Thesis	2	5	5	2
Seminar, Administration	2	2	8	
Historical Foundations	1	6	5	
Psych. Foundations	4	4	3	
Elem. School Principalship	4	2	3	2
Cognate, related disciplines		5	6	
Educational Leadership	2	2	4	2
Theory, Prin. of Organ., Admin.	2	2	3	2
Educational Foundations		3	6	
Education		3	5	
Human Growth & Development	1	4	3	
Seminar	1	4	2	
Sociology of Education		4	3	
Elem. School Guidance	1	3	3	
Educational Psychology	1	4	1	
Improvement of Instruction		4	2	
Philosophical Foundations	3	1	1	
School Plant			4	1
Learning Theory	2	3		
Intro. to Grad. Study	1	2	2	
Additional courses mentioned at least once in the various programs	24	38	27	8

The investigation of elective courses included in programs for elementary school principals revealed information not only on specific courses offered as electives but also on the designation of broad areas from which elective courses could be

selected in certain programs and other specifications related to electives. Table XVI summarizes responses of the latter type as a preface to Table XVII which indicates elective courses which were indicated by respondents listed in order of frequency of mention. In this table, as in Table XV, courses with only slightly differing titles have been combined in the tallies.

TABLE XVI

BROAD AREAS FROM WHICH ELECTIVE COURSES MAY BE TAKEN AS SPECIFIED IN PROGRAMS OF VARIOUS TYPES

Broad Areas	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Planned by student and adviser, based on need	2	18	14	1
Cognate, related fields	9	8	6	
Academic fields, other than Education	7	8	6	1
Free electives	5	6	4	2
Curriculum area	5	2	2	1
Electives in Education	1	5	2	2
Supervision area	3	2	2	
Elementary Education	1	3	2	1
Educational Administration		2	5	
General Education area	3	2		
Elementary Administration area	2	2	1	
Administration and Supervision area			4	
Social Foundations area	3			
Guidance area		2		1
Any graduate course			1	2
Major field		2		
Minor field		2		
Interdisciplinary behavioral science				2
None allowed				2
Other areas mentioned only once	10	10	12	1

TABLE XVII

ELECTIVE COURSES WHICH ARE SPECIFIED
IN PROGRAMS OF VARIOUS TYPES

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
School Law	6	4	8	
School Plant, Bldgs.	2	6	7	
Educational Foundations	3	6	5	
Guidance	7	2	2	
School Finance	5	1	5	
Measurement, Evaluation	4	3	3	
Elementary Curriculum	3	4	2	
School Administration	2	2	5	
Exceptional Child	4	3	2	
Philosophy of Education	3	3	2	
Instruction, Improvement of		4	4	
Educational Psychology		4	4	
School-Community Relations	3	2	2	
Theory, Prin. of Organ., Adm.	1	1	3	1
Statistics	6			
History of Education		4	2	
Audio-Visual Education	4			
Educational Sociology	4			
Super. of Student Teaching	4			
Elementary Supervision	2	2		
Personnel Administration		2	2	
School Business Management		2	2	
Admin. and Super.		2	2	
Comparative Education		2	2	
Intro. to Educ. Research		2	2	

TABLE XVII - Continued

	Master's program	Master's and Specialist		Specialist program
Teaching Language Arts	3			
Child Development		3		
Reading	3			
Problems in Education	2			
Elementary Science	2			
Curriculum and Instruction		2		
Adolescent Develop.		2		
Social Foundations		2		
Additional courses mentioned at least once in the various programs	72	134	182	5

The proportion of respondents indicating inclusion of a professional laboratory experience in their programs in the form of an internship, field experience, or practicum in service is indicated in Table XVIII.

TABLE XVIII

INTERNSHIP, FIELD EXPERIENCE, PRACTICUM IN SERVICE, INDICATED IN PROGRAMS OF VARIOUS TYPES

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Internship, etc. indicated	9	13	36	8
Internship, etc. not indicated	26	51	28	1
No reply	3	8	6	
Available but not required		6	7	
Optional		2	2	
Required if student is inexperienced			1	

Descriptive statements regarding the internship, field experience, or practicum in service are summarized in Table XIX.

TABLE XIX

DESCRIPTIVE STATEMENTS REGARDING INTERNSHIP, FIELD EXPERIENCE, PRACTICUM IN SERVICE IN PROGRAMS OF VARIOUS TYPES

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
2 - 6 graduate credits	3	4	16	5
Supervised field experience		3	13	5
Practicum (administration)	2	3	6	
Required, no credit allowed	2	1	2	2
Not at present, planned	3	2		
One semester with principal on-the-job	2	2	1	
May be required by adviser			3	
Part-time for one-year	1	1	1	
Elective	1	1	1	
2 years teaching experience required	1			
Field Services and seminar		1		
9 graduate credits, admin. concentration		1		
Apprenticeship, no credit			1	
18 graduate credits, practicum			1	
3 hours credit, no grade, one semester				1

Since the author has been personally most enthusiastic about the effectiveness of the use of the simulation technique in teaching courses in elementary school administration and supervision, an attempt was made in the study to ascertain the degree to which this technique was being used at present in these programs. Since little information was provided regarding the nature or the extent of the case study or simulated experience provided, Table XX probably is inconclusive.

TABLE XX

INCLUSION OF SIMULATION, CASE STUDY TECHNIQUE IN PROGRAMS OF VARIOUS TYPES

	Master's program only is offered (N-38)	Master's and Specialist programs are offered		Specialist program only is offered (N-9)
		Master's (N-80)	Specialist (N-80)	
Simulation technique is included in program	17	38	33	7
Simulation technique is not included in program	13	17	24	1
Not formally structured	1	2	2	
Not indicated	7	22	20	1
Not at present, being planned		1	1	

SUMMARY

Using the items of greatest frequency of mention in this study as the criterion for common practices in programs for the preparation of elementary school principals in the institutions responding to this survey, the following summary is indicated:

1. Writing a thesis is not required.
2. Starred papers are not used as an alternative to a thesis.
3. Foreign language is not required.
4. Selective admission requirements are used including, in order of frequency of mention:
   a. Undergraduate GPA of either 2.5 or 3.0.
   b. Standardized tests with GRE and Miller Analogies mentioned most frequently but cut-off scores are not generally indicated.
   c. Letters of recommendation infrequently.
   d. Interviews infrequently.
   e. Teaching experience infrequently.
5. Selective retention requirements are used including:
   a. GPA of 3.0.
   b. A variety of individual requirements.
6. Graduation requirements include:
   a. GPA of 3.0.
   b. 30 semester hours for Master's degree program.
   c. 60 semester hours for Specialist degree program.
   d. Oral examination infrequently.
   e. Comprehensive examination infrequently.
   f. Thesis infrequently

7. A specified number of hours in required courses is not generally indicated.

8. The 11 most frequently designated required courses in the programs are:
   a. School Administration
   b. Educational Research
   c. Super. of Instruction
   d. School Curriculum
   e. Elem. School Curriculum
   f. Elem. School Administration
   g. Guidance
   h. Tests, Measurement
   i. Internship, Field Experience
   j. Statistics
   k. Philosophy of Education

9. Elective courses are most commonly planned for by student and adviser but broad areas from which electives must be taken were most commonly reported to be:
   a. Cognate, related fields.
   b. Academic fields other than Education.
   c. Curriculum.
   d. Education.

10. The 12 most frequently designated elective courses in the programs are:
   a. School Law
   b. School Plant, Buildings
   c. Educational Foundations
   d. Guidance
   e. School Finance
   f. Measurement, Evaluation
   g. Elementary Curriculum
   h. School Administration
   i. Exceptional Child
   j. Philosophy of Education
   k. Improvement of Instruction
   l. Educational Psychology

11. An internship or field experience is not commonly included in the programs. When it is, it carries 2 - 6 graduate credits and is referred to as a supervised field experience.

12. The simulation, case study technique of instruction is used in various courses included in the programs.

CONCLUSIONS

Referring back to the 1961 recommendations of the NEA Department of Elementary School Principals for the preparation of elementary school principals, as given on pages 1 and 2 of this report, certain conclusions appear to be warranted in comparing 1966 practices in the responding institutions with those guidelines. These statements are based upon data reported in the study supplemented by a careful study of all information supplied for the 207 programs represented.

I - 1. Selective admission requirements of various types appear to be in use but it is not clear that screening standards are such as to clearly identify and retain students of ". . . above average intellectual ability," and identify and reject students ". . . who are obviously unsuited for leadership."

I - 2. ". . . A more-than-mediocre" undergraduate and graduate record of achievement appears to be required for admission to programs.

I - 3. Teaching experience and particularly "successful teaching experience" are not commonly indicated to be criteria for preparation as a principal.

II - 1. The two-step (1) Master's, 2) Specialist) preservice program of preparation appears to be the prevalent situation although there still are a number of institutions offering only a one year Master's degree program.

II - 2. The extent to which programs include a required ". . . core course or sequence of courses," appears to be very small indeed and the extent to which emphasis is placed upon ". . . learnings important for all types of administrative work in schools" through requirement is equally small.

II - 3. Many programs appear to include a minimum of emphasis upon specialized courses for elementary principals; depending rather exclusively upon generalized courses in administration, supervision, curriculum, etc., which are apparently available for all types of prospective school administrators.

II - 4, 5, 6. There is very little evidence to indicate that the programs for the preparation of elementary school principals are unified two year programs with the first year including emphasis upon ". . . core, social and psychological foundations, general education, and some field experience" and the second year including emphasis upon ". . . advanced specialization courses, advanced field experiences, study of special aspects . . . independent study and research."

The extent to which there is ". . . carefully planned scope, sequence, and interrelatedness" in the program is obscure. The admonition against ". . . simply a conglomeration of discrete courses offered 'cafeteria' style" appears to be widely ignored. Actually this condemned procedure appears to characterize a considerable number of programs if they have been interpreted correctly.

Characteristically, the studied programs for the preparation of elementary school principals appear to be made up of two discrete one-year programs lacking any total unification in terms of scope, sequence of courses or experiences and lacking any planned progression of the student through core courses or sequence of courses to advanced specialization and experience.

II - 7. Use of the first semester of the program as an orientation and screening period to ascertain ". . . whether the student should continue with preparation for administration" was not made clear save in a very few instances.

An additional general conclusion appears to be warranted on the basis of the information collected in this study. Apparently there has not emerged, nor is there emerging, even within broadly conceived limits, a commonly accepted pattern of courses or content which constitute the basic minimum foundation for the preparation of elementary school principals.

RECOMMENDATIONS

1. That the recommendations of the N.E.A. Department of Elementary School Principals pertaining to programs for the preparation of elementary school principals be brought more insistently to the attention of colleges and universities offering such programs.

2. That the constituent parties capable of making somewhat authoritative pronouncements regarding a certain desirable, foundational, minimum, uniform core of these programs, namely, representatives of state certification officials; the individual college and university departments offering programs; national, state, and regional organizations of elementary school principals; and the National Council for Accreditation of Teacher Education (NCATE) as the national accrediting agency for such programs, assume that responsibility as a joint endeavor.

3. That the Master's degree program be eliminated as a completable half-way step toward the achievement of desired training for elementary school principals and that it be replaced by a planned, unified two year post-baccalaureate program leading to the Specialist in Education degree in this field.

4. That certain curriculum content in these programs be given greater emphasis than they appear to receive at present, for example:
   a. Theory and process in organization and administration.
   b. Research and statistics; independent study.
   c. Procedures in elementary school curriculum development, recent trends.
   d. Field experience or internship.
   e. Democratic leadership; group behavior and processes.
   f. Instructional leadership in various subject matter fields.

5. That the program for the preparation of elementary school principals be consistent with the concept that the role of the incumbent in that position is one of a leader of learning rather than a maintainer of a building.

6. That rigorousness in selective admissions policies and practices in this program reflect acceptance of the concept that the position is one of major significance necessitating incumbents whose personal, academic, and professional qualifications are extraordinary.